

Promoting **Innovative** Practice



Instructional Coaching: Understanding Change and Differentiated Coaching

Name _____

School/District _____

Training Date(s) _____

Website: www.innovationinschools.org
Robin Shrode: impact_shrode@msn.com
David Holden: david.holden@mac.com
Mary Holden: mary.holden@cox.net

Phone: 619.206.5221
Fax: 866.717.1051

Blog: holdeneducation.com

Understanding Change: Fragmentation and Overload

? What innovations, demands, building policies, and aspects of school culture contribute to feelings of fragmentation and overload among teachers?

? What are the classroom pressures facing teachers?

? How do these pressures affect teachers?

Understanding Change: The Introduction of Change

Peter Marris, in his book Loss and Change (1975), states:

Every attempt to pre-empt conflict, argument, protest by rational planning, can only be abortive: however reasonable the proposed changes, the process of implementing them must still allow the impulse of rejection to play itself out. When those who have the power to manipulate changes act as if they have only to explain, and when their explanations are not at once accepted, shrug off opposition as ignorance or prejudice, they express a profound contempt for the meaning of lives other than their own. For the reformers have already assimilated these changes to their purposes, and worked out a reformulation which makes sense to them, perhaps through months or years of analysis and debate. If they deny others the chance to do the same, they treat them as puppets dangling by the threads of their own conceptions. (p. 166)

- ? As change is introduced, what opportunities are there for deeper questioning? How will learning be sustained?

- ? What infrastructures and processes exist that will engage teachers in developing new understandings?

- ? What current innovations require technical change? Which current innovations require adaptive change?

Technical Change	Adaptive Change

Understanding Change: The Multidimensional Nature of Change

Educational change requires three things: new materials, new teaching approaches, new beliefs

⇒ Select a current innovation in education. What are the implications of the change in terms of the three dimensions?

What new or revised materials are required?	What new strategies or activities may be required?	What pedagogical assumptions or theories must be altered?

? Which of these dimensions is the most difficult to address? Which of these dimensions is the most important? Why?

Understanding Change: Some Factors Affecting Initiation, Implementation, and Institutionalization (Fullan, The New Meaning of Educational Change, 2001)

- ✓ Access to Information
- ✓ Teacher Advocacy
- ✓ External Change Agents
- ✓ Perceived Need
- ✓ Clarity
- ✓ Complexity
- ✓ Infrastructure
- ✓ School Culture

The Concerns Based Adoption Model (CBAM) Stages of Concern and Levels of Use (LoU) of the Innovation

Stage of Concern	Expression of Concern
6. Refocusing	I have some ideas about something that would work even better.
5. Collaboration	How can I relate what I am doing to what others are doing?
4. Consequence	How is my use affecting learners? How can I refine it to have more impact?
3. Management	I seem to be spending all my time getting materials ready.
2. Personal	How will using it affect me?
1. Informational	I would like to know more about it.
0. Awareness	I am not concerned about it.

“Stages of Concern (SoC) addresses the affective side of change – people’s reactions, feelings, perceptions, and attitudes.”

Levels of the Use of the Innovation

Levels of Use	Behavioral Indicators of Level
VI. Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V. Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB. Refinement	The user is making changes to increase outcomes.
IVA. Routine	The user is making few or no changes and has an established pattern of use.
III. Mechanical	The user is making changes to better organize use of the innovation.
II. Preparation	The user has definite plans to begin using the innovation.
0I. Orientation	The user is taking the initiative to learn more about the innovation.
0. Non-Use	The user has no interest, is taking no action.

“Levels of Use (LoU) has to do with behaviors and portrays how people are with respect to specified change.”

From Taking Charge of Change by Shirley M. Hord, William L. Rutherford, Leslie Huling-Austin, and Gene E. Hall, 1987. Published by the Association for Supervision and Curriculum Development

Stages of Concern Interventions

Stage 6, Refocusing

- ✓ Respect and encourage teacher interests
- ✓ Channel their ideas and energies; act on their concerns.

Stage 5, Collaboration

- ✓ Provide opportunities to develop skills needed to work collaboratively
- ✓ Rearrange schedules so people can collaborate

Stage 4, Consequence

- ✓ Provide positive feedback and needed support
- ✓ Provide opportunities for teachers to share knowledge and skills

Stage 3, Management

- ✓ Answer specific “how to” questions
- ✓ Avoid considering future impact at this time

Stage 2, Personal

- ✓ Address potential personal concerns directly
- ✓ Implement changes progressively over time

Stage 1, Informational

- ✓ Provide clear and accurate information
- ✓ Relate changes to current practices

Stage 0, Awareness

- ✓ Involve teachers in discussion and decisions
- ✓ Give permission not to know

Key Ideas for all coaching interactions:

- ⇒ Respect/compassion
- ⇒ Relationships/trust
- ⇒ Deep understanding of the client's focus area
- ⇒ Evidence-based interactions
- ⇒ Coaching is a non-linear process

Differentiated Coaching

- ? How can you provide more choices for your clients?

- ? Which of the nine roles are your strengths?

- ? Which of the nine roles presents more of a challenge to you?

The Coaching Process

1. Agree upon a desired outcome
2. Understand the current reality
3. Explore the underlying assumptions
4. Explore alternative actions
5. Monitor progress
6. Move towards self-sufficiency

Frameworks for differentiation

The Nine Roles of Coaches (Joellen Killion, NSDC)

Role	Sample Activities (not a complete list)
Resource Provider Expands teachers' use of a variety of resources to improve instruction.	Locate or create materials for classroom use; share websites, books, and professional articles
Data Coach Ensures that student achievement data drives instructional decisions at the classroom and school level.	Disaggregate student performance data; assessing coaching needs of individual teachers
Curriculum Specialist Ensures implementation of adopted curriculum.	Deepening teachers' content knowledge; aligning written, taught, and tested curriculum; developing pacing guides; identify "key" standards
Instructional Specialist Aligns instruction with curriculum to meet the needs of all students.	Help colleagues implement effective teaching strategies; facilitate the examination of student work to determine whether it meets standards; support and assess the implementation of instructional initiatives
Mentor Increases instructional skills of the novice teacher and support school wide induction activities.	Informal orienting and guiding of novice teachers
Classroom Supporter increases the quality and effectiveness of classroom instruction.	Co-planning; modeling; observing and providing feedback; facilitating reflection
Learning Facilitator Designs collaborative, job embedded, standards-based professional learning.	Plan, implement, and follow through with large group and small group trainings; survey faculty to determine professional development needs
School Leader Works collaboratively with the school's formal leadership to design, implement, and assess school change initiatives to ensure alignment and focus on intended results.	Work to establish a trusting, collaborative school culture that supports innovation
Catalyst for Change Creates disequilibrium with the current state as an impetus to explore alternatives to current practice.	Pose questions to generate analysis of student learning.

Meyers-Briggs Personality Type Dichotomies	
Extraversion	Introversion
Sensing	iNtuition
Thinking	Feeling
Judging	Perceiving

Preference	Brief Description	Implications for coaching
Extraversion	Gaining energy through action and interaction	<i>may</i> need to talk and not listen to understand, prefer act-reflect-act patterns, be stressed by too much lecture or inaction
Introversion	Gaining energy through reflection	<i>may</i> prefer to reflect on materials in advance, prefer a reflect-act-reflect pattern, be stressed by being required to disclose too much information
Sensing	First paying attention to what is, to information you can gather through the 5 senses	<i>may</i> want immediate applications and relevant examples, prefer step-by-step implementation strategies and details, view theory as beside the point, be stressed by removal of what is working with no proof that the change will be better
iNtuition	First paying attention to what could be, to hunches or imagination	<i>may</i> respond more to metaphors or theories than to facts, be stressed by details and lack of room for creativity, be less interested in isolated skills than in how they fit into overall goals
Thinking	Making decisions through objective, logical principles	<i>may</i> want to know a coach is competent, need logic and rationale for changes, distrust non-specific praise, be stressed by displays of emotion and lack of equity
Feeling	Making decisions by considering the impact of each alternative on the people involved	<i>may</i> take critiques personally, be concerned about the impact of practices on the whole person and not just on academic achievement
Judging	A preference for planning and coming to closure	<i>may</i> have things planned out and resist coaching that interferes with plans, be stressed by changes, find good practices and stick with them
Perceiving	A preference for staying open to the moment	<i>may</i> avoid planning far ahead, resist deciding quickly about lessons or practices, under or over estimate how long things will take, be stressed by closure

Coaching for Different Learning Preferences

When coaching an introvert ...	When coaching an extrovert ...

When coaching an intuitive type...	When coaching a sensing type...

Coaching for Different Learning Preferences (continued)

When coaching a feeling type...	When coaching a thinking type...

When coaching a perceiving type...	When coaching a judging type...

Tomlinson's "Equalizer"

Information, ideas, and so on are **foundational** when basic, straightforward, or close to the already known. They are **transformational** if they cause students to stretch, bend, or modify the idea beyond the way it was presented in class or in the textbook.

Representations, ideas, and so on are **concrete** if they are tangible, can be physically manipulated, or deal with specific events. They are **abstract** if they focus more on meanings, implications, or principles.

Resources, problems, and so on are **simple** if they deal with one or few events or meanings, perhaps in a 'big picture' way. They are **complex** if they deal with multiple events or meanings, perhaps in a more detailed way.

Directions, solutions, and so on have **fewer facets** if they require one (or few) steps, actions, or applications. They have **more facets** when they require a greater number of steps, actions, or applications.

Applications, insights, and so on may require **smaller leaps** of transfer by asking students to apply ideas in settings relatively like those they have already mastered, or making connections among comfortable and familiar ideas. They may require **greater leaps** if they call for putting ideas to work in unfamiliar settings or making connections among far-flung fields and ideas.

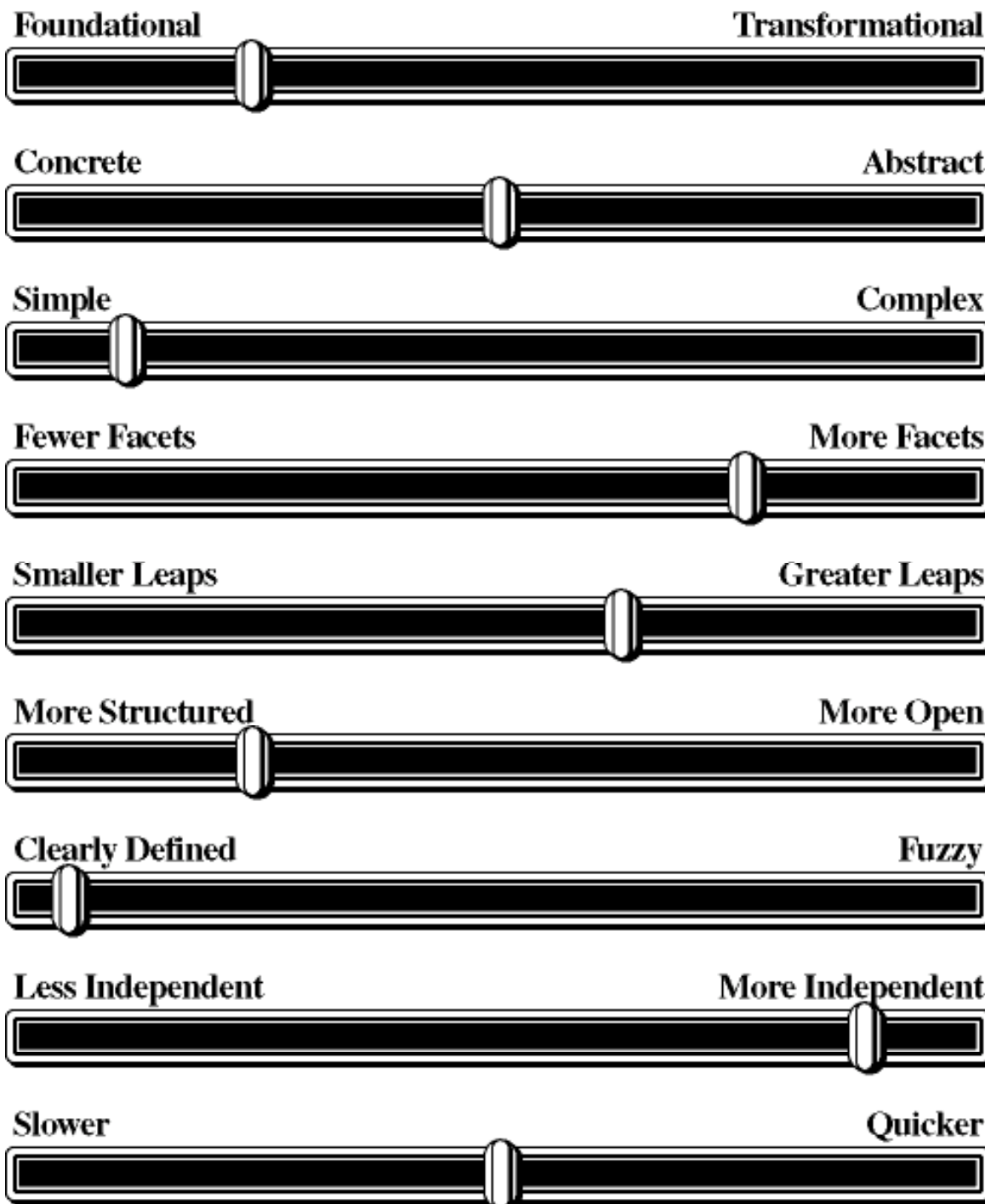
Solutions, approaches, and so on are **more structured** when students require relatively more guidance to complete them or are given fewer options. They are **more open** when they involve relatively greater improvisation or decision making for students to complete them.

Problems in research, in products, and so on are **clearly defined** when the steps and methods of solution are easily evident, all variables are relevant to the solution, and there is a "right answer." They are **fuzzy** when the problem itself is not clearly defined, method of solution is ambiguous, irrelevant variables are mixed with relevant ones, and there is no "right answer" or no single right answer.

Tasks are **less independent** when the planning, designing, and so on are largely prescribed and modeled by the teacher. They become **more independent** as planning, designing, monitoring, establishing criteria for success, and so on rest more on the student.

Pace of study and thought typically need to be **relatively slower** to enable additional practice or to allow greater depth of study, or **relatively quicker** to enable brisk exploration of the essentials or to eliminate practice that is unnecessarily redundant for a given learner.

The Equalizer



REFLECTIVE CONFERENCE PROTOCOL

Coaching for Student Success

1. Ask the teacher to summarize impressions of the lesson.
 - ☐ How successful were your students?
 - ☐ Describe the strategies you used to support students.
2. Ask the teacher to recall data to support those impressions.
 - ☐ In what ways did your students meet/not meet your learning goals?
 - ☐ How do you know? What is your evidence?
3. Analyze the observation data together.
 - ☐ Let's look at the observation data I collected. What do you see?
 - ☐ What patterns can we find? What does this tell us?
4. Help the teacher synthesize learnings, draw conclusion and set next steps.
 - ☐ What conclusions can we draw regarding the success of your students?
 - ☐ What are your long and short term goals? What might your next steps be for supporting your students?
 - ☐ What additional resources might help you meet the needs of your students?
5. Reflect on the process and propose refinements.
 - ☐ How has this conversation helped you focus on your students?
 - ☐ What feedback do you have for me about this process?

Adapted from the New Teacher Center @ University of California, Santa Cruz
Copyright © 2008

Scenario: Reluctant Teacher

Irene has been teaching history for 31 years. During that time, she has also taught a few English classes and has coached several school sports teams. Irene's primary mode of instruction is lecture. She has said on several occasions that she feels it is important for kids to learn how to listen to lectures so they become ready for college.

Irene's school has a high percentage of English learners who are placed throughout all the mainstream classes, including Irene's. State test data from the past three years show that the performance of English learners in English Language Arts is far below the performance of their English-only peers.

The site leadership team has decided to focus on addressing this achievement gap by working to incorporate structured social interaction and explicit instruction in academic language. Your responsibility, as the instructional coach, is to facilitate this implementation. You have presented the state test data at a faculty meeting and you have worked with small groups and individuals on lesson planning, modeling strategies, and reflective discussions. Irene, however, seems reluctant to engage in discussion with you around this topic.

One day after school, you meet Irene in the copy room and you ask her about the implementation of the site initiatives: structured social interaction and explicit instruction in academic language. Irene explains that these kids need to get ready for college and those professors do not teach like that. Irene also states that all of her students are doing fine. They understand the vocabulary that she uses and group work causes students to go off task. Irene also claims that she does not have that many English learners in her classes. As a matter of fact, the class average on the last test was 80%.

Irene's learning preferences: Extravert, Sensing, Thinking, Judging

How should you proceed from here? Consider iceberg issues and personality type.

Notes:

Video Review Notes

#1	#2	#3

? Considering everything we have discussed about the change process and differentiated approaches to coaching, How would you proceed with each teacher?

Annotated Geography Lesson

<p>What is the standard? Analyze the beliefs and customs of <u>Europe and Eurasian Republics</u>, relating them to the influence of physical geography, climate and vegetation, population, movement, and significant historical/cultural events.</p> <p>Do I need to unpack the standard? What does it mean to analyze? What will I expect the students' analyses to look like?</p> <p>Which beliefs and customs will I emphasize?</p> <p>In my planning and delivery, I need to make sure that the students make the connection between each belief and custom and how they were influenced by the following:</p> <ul style="list-style-type: none"> • physical geography (large bodies of water, river-crossed plains, mountain ranges) • climate and vegetation • population; movement • and significant historical/cultural events <p>Which historical/cultural events are significant?</p> <p>What should the target objective be? By the end of the period, students will be able to describe the physical geography of Europe (large bodies of water, river-crossed plains, mountain ranges) and explain how these features influenced European history.</p> <p>Are there any concepts or vocabulary I need to frontload? <i>Culture / Ethnicity</i></p> <p>What questions will guide my instruction?</p> <ul style="list-style-type: none"> • What are the significant beliefs and customs of Europe and the Eurasian republics? • <u>What are the similarities among European peoples that bind them into one cultural region?</u> • How were these beliefs and customs influenced by physical geography? • How were these beliefs and customs influenced by significant historical/cultural events? • <u>How does physical geography influence culture?</u> 	<p><i>I chose this standard because it is a heavily assessed standard on the end of course exam.</i></p> <p><i>These are the thoughts that I have when I plan. Frequently, the standards are too broad or vague. For example, when it says "Analyze the beliefs and customs," there are several beliefs and customs from which I may choose, but I should decide which ones I will present prior to delivering instruction.</i></p> <p><i>Based on the standard, what do I expect students to know and be able to do by the end of the period?</i></p> <p><i>Consider a Frayer model for these concepts</i></p> <p><i>I want my instruction to be inquiry based, so questions should guide the students.</i></p>
---	--

Annotated Geography Lesson

What higher-level question or task will they be able to complete successfully by the time the unit ends?

Students will be assigned a country in Europe and asked to determine whether or not their respective countries should seek admission to the European Union (EU). They will consider the geographical features, economic impact, ethnic conflicts and significant historical events. They will write a letter to the country's president or monarch and support or oppose admission to the EU.

Assessing Prior Knowledge: Quickwrite

Europe, a relatively small continent, is home to a great variety of ethnic groups. How do you think being exposed to many different cultures has affected the way Europeans live?

Instructional Sequence:

- Focus activity: Daily focus skills transparency
- Assess prior knowledge: Quickwrite
- Bridging to the students' personal experiences: discussion on how SoCal's proximity to Mexico has affected the way many Californians live
- Develop important concepts: Culture, Ethnicity (collaborative definition, frayer model)
- Map transparency activities from the teacher resources
- Schema Building/pre-reading: (Stating the questions that will guide us through the lesson; KWL)
- Read ch12 sec. 2 using one of the "As You Read" strategies in the attached packet of strategies. The "note-taking" strategy is a good one.

I want to plan my questions ahead of time to make sure that students ultimately perform at higher levels of cognition. Also, this kind of task works to answer the "So what?" question. Why do students need to know this? When will I use it? It is more challenging and requires students to become "cultural geographers" and apply their knowledge at the evaluation level.

I would also ask students to infer how California's geographical features have influenced culture and beliefs amongst its population.

Period 4 English Observation

12:24-12:29 Switching classes. Students enter at 12:27 in a very unruly manner

12:29

Bell rings

Students are walking around

I need a book! Where is my seat?

Singing Standing there swaying “okay I need you all to take a seat”

12:34

“Okay lets get started

Nathan, your folder’s up here. Hey Folks, you still have folders up here.”

In general students are expressing a lot of uncertainty about things.

“You are late, get to class on time!”

Students are eating candy and drinking soda in class.

Teacher uses a milk crate and folders for each period

12:38

Who would like to share their sonnets?

Students volunteer to read their sonnets

One child did AA, BB, CC, DD instead of AB AB, CD CD

Teacher takes a note from a student and crumples it up and throws it away.

12:44

Write down the sonnet rhyme scheme in your notebook

The stated objective is characterization and figurative language

Student states that her work will not be done on time

12:46

Open up your literature books to page 900 Repeat page 900

To this point all of the instructions have been given verbally

Students who need one go to the cabinet to get their books

12:52

Student reads the prologue out loud to whole class

Teacher instructs students to read it to themselves silently

Teacher then instructs student to read it aloud again

12:56

Teacher has the students watch the prologue of the Leo DiCaprio version of R and J

2 Students in the back are throwing balled up papers

“You have already missed the first two lines”

No one wants to contribute after Callie because she gives “crazy good answers”

1:02

I am going to separate you into groups. I am going to assign each group 2 lines of the prologue.

Personal Reflection

➡ 3 important things I've learned ...

➡ 2 ideas/thoughts I would like to share with others ...

➡ 1 action I will take

Resources

Facilitative Leadership: The Imperative for Change by Shirley M. Hord
<http://www.sedl.org/change/facilitate/welcome.html>

Fullan, Michael The New meaning of Educational Change 4th ed. ISBN: 978-0807747650

Kise, Jane Differentiated Coaching ISBN: 1-4129-1643-7

National Staff Development Council <http://www.nsdc.org> **Joellen Killion, Lois Easton Brown**

Toll, Cathy The Literacy Coach's Survival Guide ISBN: 978-0872075658

Teacher Leaders Network <http://www.teacherleaders.org/resources/coaching>

University of Kansas Center for Research on Learning (**Jim Knight**)
<http://www.instructionalcoach.org/>
